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ABSTRACT

Forty-two of 47 public community colleges in Texas currently offer developmental/compensatory programs. Programmatic goals fall into two categories: (1) the improvement of cognitive skills to the extent that students can progress into credit courses; (2) affective development to improve student self-concept, provide motivation and a successful educational experience in order to reduce attrition rates. Students are generally counseled into the programs on the basis of low scores on entry exams, and often have a history of low scholastic achievement, are returning to school after a long absence, or are educationally or economically disadvantaged. Although the programs are remarkably diverse in extent, nature, and organizational structure, they are characterized by small classes, innovative instructional methodology, and a redefinition of the roles of instructor and counselor, assigning counseling as a part of the teaching process. The difference in organizational structure has resulted in a variety of accounting procedures; thus, little data are available regarding relative costs. Most of the responding colleges have instituted some evaluation or follow-up procedures for their programs. Appended are a summary fact sheet, enrollment and contact hour data for the programs, and formula rates for funding, fall 1974. (NHM)

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Coordinating Board
Texas College and University System

Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey

In February, 1975, staff members of the Program Development Division, Coordinating Board, Texas College and University System, conducted a general survey to assess the current status of developmental/compensatory programs in community colleges. The survey was part of a continuing effort by the Coordinating Board to foster and encourage these programs for the educationally and/or economically disadvantaged students.

A statutory framework for the offering of compensatory education was provided by Senate Bill 356 (63rd Legislature, 1973). Policy adopted by the Coordinating Board in 1974 gave partial implementation to this legislation inasmuch as State aid reimbursement for developmental studies courses became possible under revised Course Guide Manual criteria. The survey was intended to acquire information regarding not only on the courses offered in community colleges, but also to collect data concerning various supplementary support services which different institutions were making available to students in these programs. Such data were considered important in planning for further implementation of existing State policies in this area as well as for developing suggestions for possible new directions for future State level involvement. There was no intent to evaluate the activities of any particular institution or program.

Information in the following general areas was obtained: Goals, Characteristics of Students, Selection of Students, Organizational Structure, Characteristics of Developmental Programs, Finance, and Institutional Evaluation and Follow-Up. A brief description of findings in each area follows.

These data are augmented by summary statistics obtained from institutional reports (CB-003, Fall, 1974) submitted to the Educational Data Center of the Coordinating Board (see Appendix I).

Goals

Goals of the developmental programs generally fall into one of two categories: (1) improvement of cognitive skills to the extent that students can progress into credit courses in either the academic or vocational area, and (2) affective development to improve the self concept of students, provide a sense of motivation for self-improvement, and provide successful experiences in an educational environment to reduce drop-out and attrition rates.

Characteristics of Students

Students in the developmental/compensatory programs are generally characterized by one of the following:

(a) History of low achievement in prior educational experiences

(b) Learning disability

(c) Veterans

(d) Adults returning to college after a long absence from school

(e) Adults desiring updating of skills for job maintenance/advancement

(f) Economically disadvantaged students

Selection of Students

Most community colleges utilize standard testing not for admission (the prevalent philosophy of the open door prohibits this) but for use in counseling students to appropriate courses. In many instances an ACT score of less than 12 is a signal which sets in process the selection of candidates who could benefit from compensatory/developmental courses. Other standardized

tests support this initial step.

Next, many colleges use counselors, in conjunction with the registration process, to communicate to the students the potential for enrolling in developmental studies programs. In most instances students are allowed to see their records and test scores, and are shown the relative chances of success given several options. Fewer than five colleges require compensatory courses, because this requirement is perceived by the students as being discriminatory.

In addition to selection before classes begin, twenty colleges report open access laboratories or centers to which students can be referred throughout the academic year. Faculty, counselor, peer and self-referral are used. Especially in those colleges with an extensive array of open access laboratories, self-referrals, or "walk-ins", increase with each enrollment period. From the scant evidence of this phenomenon which has been gathered to this date, "walk-ins" are as likely to be average or above average students as those characterized as "disadvantaged."

Organizational Structure

Diversity is the key word in describing compensatory/developmental organizations. Patterns must, of necessity, be general to include all the models which were demonstrated. Among these patterns are:

(1) The addition of compensatory courses to discipline curricula, i.e., adding developmental reading to the list of approved courses in English (15 colleges).

(2) Working with an interdisciplinary group of instructors who remain attached to their disciplines organizationally, but who coordinate with instructors from other disciplines and with counselors assigned to compensatory students (14 colleges).

(3) Establishment of a division or department of developmental studies which plans, coordinates, and allocates funds for instruction, counseling, and other support services (12 colleges).

(4) Establishment of learning centers which contain:

(a) Full-time administrators

(b) Instructional staff

(i) full-time professional
(ii) para-professional
(iii) tutors

(c) Counselors

(d) Support service personnel

(5 colleges)

The learning centers are operated in a manner similar to libraries or learning resource centers, in that students need not enroll for organized classes in order to use the facilities; professional and para-professional personnel are on hand whenever the school is open, and the entire student body is encouraged to use materials and assistance whenever necessary.

Characteristics of Developmental Programs

The major characteristics of developmental studies programs, as revealed by the survey, were:

(1) Small classes to encourage closer individual assistance to students

(2) Innovative instructional methodology, including

(a) Pre-testing for placement at appropriate levels

(b) Individualized instructional materials and methods

(c) Extensive use of audio-visual support

(d) Flexible entry and exit (self-pacing)

(e) Use of para-professionals

(f) Use of peer tutors

(3) A redefinition of the roles of instructors and counselors. More than 30% of institutions having developmental courses stated that counseling was part of the teaching process, or that counselors taught some

courses. Twenty-seven of the forty-seven institutions showed counseling as a major component of their developmental program. The majority of these twenty-seven utilized a combination of professional and peer counselors to aid their developmental studies.

Funding

The difference in organizational structures cited above has resulted in a variety of accounting procedures, to the extent that very little data are available regarding relative costs or expenditures. The survey requested amount and percentage of local, State, federal and other sources of monies. Fourteen colleges provided no information on distribution of funding sources; five others stated the source but not percentages. Because budgets for compensatory/developmental programs are frequently intermeshed with other items, only a handful of schools could provide itemized breakdowns of amounts. All institutions responding to this item reported receiving State funds; fifteen reported receiving federal monies; fifteen reported allocating local monies to the programs; and two were receiving funds from other sources.

Evaluation and Follow-Up

Most of the colleges responding were concerned with evaluation and follow-up procedures, but only five have established control group experiments for more exact comparative measurement. Twenty-four maintain follow-up records, twenty-eight monitor attrition/retention rates, and twenty-four evaluate improvement in grade-point averages. In line with the goal of improvement of attitudinal indices, nineteen colleges apply measurement of non-cognitive behavior change.

Summary

The survey of developmental/compensatory programs in Texas revealed that while forty-two of the forty-seven public community colleges are involved in this effort, the extent, nature, and structure of programs reveals remarkable diversity. The one factor consistently emerging is that these programs are growing both in terms of numbers of students and types of offerings. This growth reflects the continuing concern of public community colleges in Texas to fulfill the needs of everyone in their localities who desire and could profit from increased educational opportunity.

APPENDIX I

COORDINATING BOARD
TEXAS COLLEGE AND UNIVERSITY SYSTEM

FACT SHEET ON DEVELOPMENTAL/COMPENSATORY PROGRAMS*
March 15, 1975

Extent of Offerings

42 of the 47 public community junior colleges offer compensatory/developmental courses.

Number of Student - Fall Semester, 1974

32,090 (duplicated headcount) students were enrolled in compensatory courses in Fall, 1974.

Number of Contact Hours - Fall Semester, 1974

1,457,755 contact hours were generated in developmental courses in Fall, 1974.

Proportion of Compensatory to Total Contact Hours - Fall, 1974

Compensatory/developmental courses constitute 16% of contact hours generated in Letters; 18% of hours generated in Mathematics; and 7% of hours generated in Psychology.

Program Elements

A. Every institution reporting compensatory/developmental courses or programs (42) has one or more of the following high cost program elements:

   Small classes
   Individualized instructional techniques
   Extensive use of audio-visual materials
   Use of ancillary staff (peer tutors, para-professional aids)

B. 20 of the 47 public community colleges have open access laboratories for developmental students.

C. In 31 (74%) of institutions with developmental compensatory courses, counseling is considered part of the teaching process; or counselors teach some programs.

Evaluation

24 colleges maintain follow-up records
28 colleges monitor attrition/retention rates
24 colleges evaluate improvement in grade point averages
32 colleges conduct pre-post testing
 5 colleges have established control group experiments for evaluation
19 colleges measure attitudinal changes of developmental students

With few exceptions attrition and drop outs have decreased, standard test scores and grades have improved, and attitudes of students improved as a result of these programs.

Funding

Developmental/compensatory courses could have generated $1,497,148.76 in equivalent aid for Fall, 1974. (See Attachment C)

Funding through Coordinating Board formula rate is the primary source of funds for community/junior college compensatory programs, with only six colleges receiving more federal than State monies.

Needs

Additional funds to cover high cost program components not considered in formula rate determination.

Pre- and in-service training for personnel working with developmental/compensatory students.

*SOURCE: Institutional responses to a survey instrument distributed by the Coordinating Board on January 31, 1975.

ATTACHMENT A

Developmental Enrollments and
Contact Hours Generated
Fall, 1974

HEGIS AREA	DEVELOPMENTAL CONTACT HOURS	DEVELOPMENTAL STUDENTS (HEADCOUNT)
1500's - Letters		
150091	406,016	7,435
150092	266,526	5,735
150093	8,320	158
150094	1,072	54
SUBTOTAL - 1500's	681,934	13,382
*069901	33,440	633
TOTAL DEVELOPMENTAL	715,374	14,015
1700's - Mathematics		
170001	363,725	7,553
TOTAL - 1700's	363,725	7,553
1900's - Physical Sciences		
190101	11,072	157
TOTAL - 1900's	11,072	157
2000's - Psychology		
200091	115,968	2,217
TOTAL - 2000's	115,968	2,217
Other		
040091 - Biological Science	15,744	328
100091 - Fine & Applied Arts	3,984	83
220091 - Social Science	6,432	132
TOTAL - Other	26,160	543
TOTAL - ALL COMPENSATORY NUMBERS	1,232,299	24,485
TOTAL - COMPENSATORY & OPTIONAL NUMBERS (150101, 170101)	1,457,755	32,090

*Changed to 150091

SOURCE: Institutional reports (CB-003, Fall, 1974)

ATTACHMENT B

Percent of Developmental Contact Hours
Generated in Each HEGIS Discipline Area
Fall, 1974

HEGIS Area	Percent
1) 1500's - Letters	58.0
2) 1700's - Mathematics	30.0
3) 1900's - Physical Sciences	< 01.0
4) 2000's - Psychology	10.0
5) Other	< 2.0
	100.0

Percent of Developmental Contact Hours
to Total Contact Hours by Area
Fall, 1974

Area	Developmental Contact Hours Generated	Total Contact Hours Generated	%
1500 (Letters)	715,374	4,531,968	16%
1700 (Mathematics)	363,725	2,091,843	18%
2000 (Psychology)	115,968	1,769,812	7%
ALL AREAS	1,232,299	23,476,074	6%

SOURCE: Percentages derived from institutional reports (CB-003, Fall, 1974)

ATTACHMENT C

Developmental Courses
Formula Rate Funding*
Fall, 1974

1) 1500's @ $1.20	681,934 x $1.20 =	$181,320.80
2) 1700's @ $1.32	363,725 x $1.32 =	$480,117.00
3) 1900's @ $1.26	11,072 x $1.26 =	$ 13,950.72
4) 2000's @ $. 98	115,968 x $ .98 =	$113,648.64
5) 2200's @ $1.09	6,432 x $1.09 =	$ 7,010.00
6) 069901 @ $2.95 (changed to $1.20)	33,440 x $1.20 =	$ 40,128.00
7) 040091 @ $1.09	15,744 x $1.09 =	$ 17,160.96
8) 100091 @ $1.71	3,984 x $1.71 =	$ 6,812.64
TOTAL		$1,497,148.76

*Hours generated in Fall, 1974 x 1975 formula rates. Amounts are equivalencies only since current appropriations are derived from historical (1972-1973) contact hours.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 19 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION